SRFFIT003B: Undertake client induction and screening

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Description  This unit has been developed for the Fitness Industry Training Package and covers the knowledge and skills to prepare an instructor to take a client through a process of screening, a discussion of fitness goals, and a basic fitness appraisal in preparation for writing a fitness program.  Unit Sector  Fitness  Performance criteria   |  |  |  |  | | --- | --- | --- | --- | | **Element** | |  | **Performance criteria** | | 1. | Conduct a pre-test screening procedure to identify whether a medical appointment should be recommended to clients |  | |  |  | | --- | --- | | 1.1 | Conduct a basic screening interview using an industry standards ***pre-exercise screening*** tool to obtain information about the health and medical status of a client | | 1.2 | Use appropriate questioning techniques to ascertain additional information about medical conditions, injuries or prescribed medication, as required | | 1.3 | Provide information to ***client*** about the reasons for conducting a ***fitness appraisal*** and the risks associated with fitness testing and exercise | | 1.4 | Consider ***clientsocial justice rights*** under law | | 1.5 | Display ***client*** empathy and put clients at ease during the ***fitness screening*** process | | 1.6 | Handle ***client*** with sensitivity and with discretion | | 1.7 | Use procedures to ensure ***client*** confidentiality and privacy | | 1.8 | If the ***client*** reports no current injuries, no medical conditions, or that they are not taking any prescribed medication, they are directed to a ***fitness appraisal*** | | 1.9 | If the ***client*** has current injuries, a medical condition, or if they are taking any prescribed medication/s, recommend to the ***client*** that they make an appointment with a ***allied health professional or medical practitioner*** | | 1.10 | Discuss the process of screening and appraisal and, their relevance to the development of an individualised exercise program to the ***client*** | | | 2. | Determine the fitness goals and current physical activity patterns of clients |  | |  |  | | --- | --- | | 2.1 | Determine the ***perceived benefits*** clients see themselves deriving from exercise programs | | 2.2 | Record the client's fitness goals | | 2.3 | Discuss and record the client's current fitness and lifestyle activities | | 2.4 | Provide basic information on the impact of poor lifestyle behaviours on health and fitness to the ***client*** | | 2.5 | Develop the client's short term and long term goals | | 2.6 | Relate the ***fitness goals*** to products and services available in the fitness industry | | 2.7 | Make recommendations to the ***client*** on the likelihood of adherence and techniques that may increase their adherence to exercise | | | 3. | Motivate and encourage clients to adhere to exercise programs |  | |  |  | | --- | --- | | 3.1 | Discuss the client's habits, lifestyle, family situation, likes and dislikes, and individual personality differences which might be relevant to the prescription of an appropriate exercise program | | 3.2 | Determine the physical and the psychological characteristics that apply to each ***stage of fitness*** | | 3.3 | Direct clients to understand and change their behaviours to overcome their own barriers to the continuation of an exercise program |   Identify the steps involved in establishing a behavioural change that results in long term adherence to an exercise program | | 4. | Conduct a basic fitness appraisal |  | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | 4.1 | |  |  | | --- | --- | | 4.1.1 | Chose appropriate, valid and reliable basic fitness appraisals, based on the clients ***fitness goals*** and current fitness capacity | | 4.1.2 | Conduct basic fitness appraisals ensuring the safety of the client | | 4.1.3 | Explain the results of the fitness appraisals to the ***client*** | | | 4.2 | Record recommendations for a safe program for the ***client***, according to their desired outcomes and demonstrated ability level | | | 5. | Interpret and apply the results of a basic fitness appraisal to the fitness program for a client |  | |  |  | | --- | --- | | 5.1 | Describe to the ***client*** how their ***fitness appraisal*** results can be applied to a ***fitness program*** | | 5.2 | Consider the client's health and injury status, including recommendations from an ***allied health professional or medical practitioner***, when developing an exercise program | | 5.3 | Consider the client's demonstrated level of fitness when developing an exercise program |   Develop a ***client*** profile that can be used to write an individualised, safe and effective ***fitness program*** | | 6. | Motivate the client |  | |  |  | | --- | --- | | 6.1 | Motivate and enthuse the ***client*** after a basic screening and fitness appraisal | | 6.2 | Determine the clients level of commitment to behavioural strategies and establish a behavioural contract | |   Key competencies  These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices. The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task: 1. Use routine approaches 2. Select from routine approaches 3. Establish new approaches Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Key Competency** |  | **Example of Application** |  | **Performance Level** | | Communicating ideas and information |  |  |  | 3 | | Collecting analysing and organising information |  |  |  | 3 | | Planning and organising activities |  |  |  | 2 | | Working with others and in teams |  |  |  | 3 | | Using mathematical ideas and techniques |  |  |  | 2 | | Solving problems |  |  |  | 2 | | Using technology |  |  |  | 3 |   Range statement  The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:   |  |  |  | | --- | --- | --- | |  |  |  | | Allied health professional or medical practitioner |  | the following allied health professionals may be suitably credentialled   * Physiotherapists * Chiropractors * Exercise Physiologist * Occupational Therapists * Osteopaths * Massage Therapists * Sports Physicians * Medical Practitioners * Podiatrists * Dieticians   Therapeutic recreation (Diversional Therapist) | | Client |  | * experienced or inexperienced * various ages * screened   active or inactive | | Fitness screening |  | * questionnaire * interview   clearance letter from an allied health professional or medical practitioner | | Fitness appraisal |  | * cardiovascular response   + heart rate, such as tri-level aerobic response   + blood pressure * range of movement * strength * anthropometric, such as   + girth measurements   skin folds | | Fitness goals |  | * physical * mental * social   spiritual | | Fitness program |  | * motivational strategies for a client * realistic goals * a program structure, such as preparation phase, conditioning phase, recovery phase, and adaptation phase * specific exercises * expected outcomes   a professional presentation | | Perceived benefits |  | * cosmetic * health * social/recreational   athletic | | Pre-exercise screening |  | * initial screening may consist of   + questionnaire   + interview   + medical clearance * initial screening should determine whether the client   + has a medical condition   + has an injury   + is on prescribed medication * forms used   + pre-activity screening questionnaire   + informed consent   + medical clearance * information obtained   + medical history   + functional limitations   + medication   + lifestyle evaluation   + fitness goals   + exercise history   time availability | | Social justice rights |  | * disability discrimination acts   equal opportunity acts | | Stages of fitness |  | * the appropriate form of motivation is used at each level of experience of a client   + beginner   + relatively fit   advanced |   Evidence guide  The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.   |  |  |  | | --- | --- | --- | |  |  |  | | **Critical aspects of evidence to be considered** |  | * Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to   + work effectively with a range of clients based on gender, age, physical capacity, fitness goals and level of motivation   + make effective recommendations to a client that they make an appointment with a medical practitioner or allied health professional, if required   utilise a range of fitness assessments based on the fitness goals and physical capacity of the client | | **Interdependent assessment of units** |  | * This unit must be assessed after attainment of competency in the following unit(s)   + Nil * This unit must be assessed in conjunction with the following unit(s)   + SRFFIT001B Provide orientation to clients prior toundertaking a fitness program * For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)   Nil | | **Required knowledge and skills** |  | * Required knowledge   + Nil * Required skills   Ability to apply written and oral communication skills effectively with a range of new fitness industry clients on issues directly related to the commencement of a fitness program | | **Resource implications** |  | * Physical resources - assessment of this competency requires access to   + a real or simulated work environment   + appropriate documentation and resources normally used in the workplace   + industry standard screening tool(s)   + fitness centre   + fitness assessment equipment   + a representative range of industry clients * Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) should   + be competent in this unit but preferably be competent in the unit at the level above   + be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area   + have attained the National Competency Standardsfor Assessment: BSZ401A, BSZ402A and BSZ403A | | **Consistency in performance** |  | Due to issues such as safety requirements and delivery of appropriate techniques, this unit of competency must be assessed over a minimum of three (3) different occasions to ensure consistency of performance over the Range Statements and context applicable | | **Context for assessment** |  | * This unit of competency must be assessed in the context of fitness in Australia. For valid and reliable assessment the fitness activity should closely replicate the work environment. The environment should be safe, with the hazards, circumstances and equipment likely to be encountered in a real workplace * This unit of competence should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes   Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons | |